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ABSTRACT

The quinmester course of study for 10th through 12th grade students examines the means and ends of archaeology so it may be better understood and shows how archaeology is used to provide a key to understanding of cultures in the past, enrich the present, and offer a frame of reference for the future. Major archaeological concepts are stressed and methods of social scientists are put into actual practice by the students. Activities for each objective, utilizing a wide variety of resources, are keyed to identify whether they are designed to motivate, intended for exploration, or integrate ideas. (SJM)

ED 071939

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

SS005074

Social Studies: INTRODUCTION TO ARCHAEOLOGY
6414.07
6478.09
6448.44

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

ED 071939

SOCIAL STUDIES

INTRODUCTION TO ARCHAEOLOGY

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Written by
Nancy B. Cooper

for the
Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: A STUDY OF PAST PEOPLES WITH A VIEW TO IDENTIFYING THE ELEMENTS THAT MAKE UP "CULTURE." STUDENTS DEFINE CULTURE AND EXAMINE THE ARCHAEOLOGIST'S TASK THROUGH ONE OR MORE PROJECTS. ANCIENT WORLD HISTORY AND LOCAL HISTORY ARE UTILIZED AS CONTENT, WITH NEW ARCHAEOLOGICAL FINDINGS INCLUDED.

GRADE LEVEL: 10-12

COURSE STATUS: ELECTIVE

INDICATORS OF SUCCESS: NONE

COURSE RATIONALE: This course of study is meant, not only to introduce major concepts in the field of archaeology, but also to allow the student the opportunity of practicing and applying many of the techniques in the field. The objectives are not highly specified so as to allow for individual interpretation to meet the needs, interests, and abilities of students and to accommodate a range of teacher expectations.

Each objective has at least three activities: one meant to motivate interest, one allowing for exploration or expansion, and one meant to culminate or tie the ideas together. These activities, also, utilize a wide variety of resources, but are independent of any specific text. During the course, the students are encouraged to work on their own, in small groups and as members of the total class in order to achieve the objectives.

COURSE GOALS:

1. THE STUDENT WILL DESCRIBE SEVERAL DIFFERENT GOALS OF ARCHAEOLOGISTS.
2. THE STUDENT WILL DESCRIBE SEVERAL ARCHAEOLOGICAL ACCOMPLISHMENTS.
3. THE STUDENT WILL DEFINE SELECTED WORDS USED IN THE FIELD OF ARCHAEOLOGY.
4. THE STUDENT WILL IDENTIFY SEVERAL CHARACTERISTICS WHICH DESCRIBE THE "SPIRIT" OF ARCHAEOLOGY.
5. THE STUDENT WILL DESCRIBE CHARACTERISTICS OF SCIENTIFIC OR CRITICAL THINKING.
6. THE STUDENT WILL DESCRIBE SELECTED PHYSICAL TECHNIQUES USED BY ARCHAEOLOGISTS.
7. THE STUDENT WILL GIVE NAMES AND ACCOMPLISHMENTS OF SELECTED ARCHAEOLOGISTS.
8. THE STUDENT WILL DEFINE THE "IDEA" OF CULTURE.
9. THE STUDENT WILL DESCRIBE THE MAIN CHARACTERISTICS, LOCATIONS AND ACCOMPLISHMENTS OF SEVERAL ANCIENT CIVILIZATIONS.
10. THE STUDENT WILL DESCRIBE SEVERAL WAYS THAT THE STUDY OF ARCHAEOLOGY CAN ENRICH HIS OWN LIFE.
11. THE STUDENT WILL ENUMERATE SEVERAL WAYS THAT THE STUDY OF ARCHAEOLOGY CAN AFFECT HIS OWN FUTURE.
12. THE STUDENT WILL DESCRIBE SEVERAL WAYS THAT THE STUDY OF ARCHAEOLOGY MIGHT BE ECONOMICALLY LUCRATIVE TO HIM.

NOTE: FOR A MORE COMPLETE BREAKDOWN OF GOALS INTO THE AFFECTIVE AND COGNITIVE DOMAINS SEE APPENDIX A.

COURSE OUTLINE:

I. Archaeology can be understood

A. By studying its ends (goals)

B. By studying its means
1. Language
2. Methods
a. Mental
b. Physical
3. People

II. Archaeology can be used

A. To provide a key to understanding the past
1. Culture
2. Cultures

B. To provide a key to enriching the present

C. To provide a frame of reference for the future

GOAL: THE STUDENT WILL DESCRIBE SEVERAL DIFFERENT GOALS OF ARCHAEOLOGISTS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		M=Motivating E=Exploring C=Culminating
I. Archaeology can be understood. A. By studying its goals.	1. The student will describe several different goals of archaeologists.	1-a. (M) Have a committee of students meet with your school librarian and make a selection of fiction and non-fiction books about archaeology. Encourage your students to skim through them to find out what archaeologists really do and report to the rest of the group. 1-b. (E) Divide the class into 6 groups. Have each group examine one of the quotes about archaeology found in Appendix A. Then ask each group to report to the whole class on what the quote discloses about the goals of archaeology. 1-c. (C) Have members of the class examine several dictionaries and reference books to see what various authorities feel that archaeology is. If possible arrive at a class definition of archaeology and an outline of its goals.

GOAL: THE STUDENT WILL DESCRIBE SEVERAL ARCHAEOLOGICAL ACCOMPLISHMENTS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. Archaeology can be understood. (cont) A. By studying its goals. (cont)	2. The student will describe several archaeological accomplishments.	M=Motivating E=Exploring C=Culminating 2-a. (M) (E) One way to determine the goals of a group is to examine their past activities and accomplishments. Ask each student to select one major archaeological accomplishment and report on it to the rest of the group. Use as a source a group of reference books that either you or your librarian or a group of students has assembled. (There is a list of Red Letter Dates found under the heading "Archaeology" In the World Book Encyclopedia.) 2-b. (C) After the reports have been given, have the class construct a large time line that may be used and added to as the unit progresses. Include such items as: date, people, places, and events.

GOAL: THE STUDENT WILL DEFINE SELECTED WORDS USED IN THE FIELD OF ARCHAEOLOGY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. Archaeology can be understood. (cont) B. By studying its means. 1. Language	1. The student will define selected words used in the field of archaeology.	M=Motivating E=Exploring C=Culminating 1-a. (M) Put the following words on the chalkboard. Ask each student to write as many sentences as he can using each word a different way. (Example: Dating is fun to a teenager. Dating is a way of placing events in time for an archaeologist.) Share the variations as a class and discuss the term "Jargon." site remains squeeze script dig tablet mound ruins 1-b. (E) Have the students look up the following words in a dictionary or other reference book. Then have them use the words as the clues in a game of Password. artifact hieroglyphics Neanderthal prehistoric archaic cuneiform neolithic primitive decipher inscription mummy ancient pyramid excavation antiquity geology tomb evaluation relic temple 1-c. (C) Have each student keep a list of new words he encounters during the unit. It might be divided into such topics as: People, Places, Things, Ideas.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. Archaeology can be understood. (cont) B. By studying its means. (cont) 2. Methods a. Mental	1. The student will identify several characteristics which describe "spirit" of archaeology.	M=Motivating E=Exploring C=Culminating 1-a. (M) (E) (C) In order to examine what makes up the "spirit" of archaeology, show a film or filmstrip on the life of a famous explorer, adventurer or scientist. (Or have the students do a report on a famous adventurer.) Then discuss the characteristics which distinguish these "doers" from more ordinary people. (Example: inquiring mind, persistance, conviction, preparation, ingenuity) The following films from B.P.I.'s A-V Dept.may be useful. Byrd, 26' BW. 1-31563 John Glenn, 26' BW, 1-31556 Archaeologists at Work, 13' C, 1-11036 Marco Polo's Travels, 19' C, 1-12600 Museum Man, 19' C, 1-11049 Profiles of Courage - Richard Ely - part 1,29'BW,1-31109 part 2,28'BW,1-31110 Aristotle and the Scientific Method, 14' C, 1-12492 Leonardo Da Vinci and His Art, 14' C, 1-12497 Galileo, 14' BW, 1-12494 There Were 2 Doctors, 18' C, 1-12210

GOAL: THE STUDENT WILL DESCRIBE TH CHARACTERISTICS OF SCIENTIFIC OR CRITICAL THINKING.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. Archaeology can be understood. (cont) B. By studying its means. (cont) 2. Methods a. Mental (cont)	2. The student will describe the characteristics of scientific or critical thinking.	M=Motivating E=Exploring C=Culminating 2-a. (M) In order to focus the attention of the students on the steps in scientific or critical thinking show one of the following films from B.P.I.'s A-V department. Aristotle and the Scientific Method, 14' C, 1-21492 How to Judge Facts, 12' BW, 1-10078 How to Observe, 10' C, 1-00514 Scientific Method, 11'BW, 1-00178 Scientific Method in Action, 19' C, 1 10079 Using the Scientific Method, 11' B, 1-00187 Visual Perception, 19' C, 1-10667 2-b. (M) Then, discuss each step in the scientific method thoroughly so that there are no misunderstandings. Ask students to bring in examples from newspapers or magazines illustrating either the presence or the lack of critical thinking. 2-c. (E) For a specific application of critical thinking to archaeology, acquaint the students with the method of artifact analysis suggested by Glyn Daniel in The Origins and Growth of Archaeology (1967). A summary appears below. a. Factor of locality. Once an artifact has been found t can be deduced that the makers of it either: lived in traveled over, or traded into that area. b. Factor of primary archaeological discription. The artifact can be described in terms of: material, form, technique of manufacture. c. Factor of time. The artifact may be placed in time by examining: written records which refer to it, previously dated artifacts found with it, relative statigraphic placement. d. Factor of archaeological interpretation. The artifact can be speculated upon and conclusions may be drawn concerning the people who made it.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. Archaeology can be understood (cont) B. By studying its means (cont). 2. Methods (cont) a. Mental (cont)	2. (cont)	M=Motivating E=Exploring C=Culminating 2-d. (E) To see how a systematic inquiry approach can be applied to a specific find, follow the lesson plan "How the Historian Uses Hypotheses" p. 26-27 in Teacher's Guide for a New History of the United States - An Inquiry Approach. The teacher's guide is by Barbara Judd and is part of the Holt Social Studies Curriculum by Edwin Fenton. In the lesson the students read about the discovery of an unsculied stone recently found in Minnesota. They examine hypotheses for and against the idea that the stone had been left there by Scandinavians in 1362. The students then respond to a satirical view of Archaeological interpretation and re-consider their decision after studying the frame of reference of the man who originated one of the hypotheses. 2-e. (C) Introduce the Fishbowl Discussion Technique to the students. (The class should be guided into 1 or 2 Fishbowl Sets. Each Fishbowl Set [approx. 20 students] consists of one observing group and one acting group and the groups within the set reverse roles half way through the exercise. The role of the acting group [inner circle] is to participate in a given exercise while the role of the observing group [outer circle] is to evaluate the specific skills of the inner group.) The following skills of critical thinking should be practiced by the inner group while the outer group is watching: observing, interpreting, comparing, analyzing, and making inferences and judgement. The following activity would be a suitable show case for practicing those skills. Present to the inner group a collection of stones which vary in shape, size, color, hardness, etc. Tell the group to imagine that these will be their only tools. Ask them to examine each stone - describe it and determine its kind and degree of usefulness.

GOAL: THE STUDENT WILL DESCRIBE SELECTED PHYSICAL TECHNIQUES USED BY ARCHAEOLOGISTS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. Archaeology can be understood. (cont) B. By studying its means. (cont) 2. Methods (cont) b. Physical	1. The student will describe selected physical techniques used by archaeologists.	M=Motivating E=Exploring C=Culminating 1-a. In order to introduce the idea of field techniques have the class participate in one or more of the following games: a. Hide an object somewhere in the room where it is inconspicuous but can still be observed. Divide the class into pairs. Have 1 person from each pair circulate around the room until he has located the object. It is then his job to draw a diagram showing his partner where the object is. Do not allow words or sign language. All communications should be done by diagram. The first pair to successfully locate the object is the winner.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. Archaeology can be understood (cont). B. By studying its means (cont). 2. Methods (cont) b. Physical	1. (cont)	M=Motivating E=Exploring C=Culminating 1-a. (M) b. Divide the class into teams. Have each team make a list of 5 items commonly found in a school. Select 1 item from each list and make a master list for a Scavanger Hunt. Send 1/2 of each team out of the room to locate the items on the master list for their own team. After the items have been located, the finders should draw a map showing the locations and then return to the class with the map which is then passed on to the 2nd half of the team who must take the map, find the items and bring them back to the room. The team who arrive with all the items on the master list is declared the winner. c. Have each student draw a 5x5 grid on a sheet of paper. Label the vertical columns 1-5. Label the horizontal columns (top to bottom) A-E. Divide the class into pairs. Have 1 person from each pair put 3 x's somewhere on his grid. It is then the job of his partner to find the location of those x's by asking such questions as, "Is it in 1-A?" The team who finishes first is the winner. A variation of this might be a game of battleship. 1-b. (E) Divide the class into several different groups to investigate some physical methods used by archaeologists. Ask each group to do research in the library, gather information, and present their findings to the rest of the class. Encourage them to order appropriate films, make visuals, or arrange demonstrations so that their presentations are more meaningful. The chart below lists some possible group topics and suggests some resources in addition to the library.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. Archaeology can be understood (cont). B. By studying its means (cont) 2. Methods (cont) b. Physical (cont)	1. (cont)	M=Motivating E=Exploring C=Culminating 1-b. (cont)

Group Topics	What to Look for	Where to Look (In addition to the Library)
1. Codes	Rebus, squeezes, Rosetta Stone, Behistan, hieroglyphics, ideographs, Napoleon, cypher, computer decipherment.	1. Extension Act. for Basic Ed. Units, Act. 29, Dade Co. 2. Films: History of Writing, 1-31329, Writing Thru Ages, 1-04024, Pictographs, 1-01146.
2. Dating Finds	Carbon 14, Radio Carbon dating, fossil potassium-argon, tree rings, varues.	Films: Carbon 14, 1-01926
3. Field techniques	Excavating, measuring, mapping, soil resistivity, survey, air photography	Film: Micrometer,
4. Preservation	Latex, Dead Sea Scrolls.	1. Museum of Science and Natural History

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. Archaeology can be understood (cont.) B. By studying its means (cont.) 1. Methods (cont.) b. Physical (cont.)	1. (cont.)	M=Motivating E=Exploring C=Culminating 1-c. (C) Take the students to the beach or other area, set up an archaeological dig. Divide the class into teams and the area into corresponding sectors. Encourage each team to keep a field log which should include: Description and location of all finds, speculations about origin and use of finds, time line of events occuring in area, summary of information and suggested ways information may be of use. Have each team present its findings to the total group and have the class vote on the most effective excavation team. 1-d. Collect wast paper baskets from several different areas around the school. Divide the class into a corresponding number of teams. Have each team excavate the basket, noting items, location, strata, etc. Then have each team report to the total class on its findings. Ask the class to judge the best "archaeologists."

GOAL: THE STUDENT WILL GIVE THE NAMES AND ACCOMPLISHMENTS OF SELECTED ARCHAEOLOGISTS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. Archaeology can be understood (cont) B. By studying its means (cont) 3. People	1. The student will give the names and accomplishments of selected archaeologists.	M=Motivating E=Exploring C=Culminating 1-a. (M) In order for the students to become familiar with some of the most famous archaeologists have them complete the crossword puzzle, "The Last Name in Archaeologists." (see Appendix A) Have them first look up the names in an encyclopedia or other reference book, and then fit the names with the accomplishments. 1-b. (E) Either pre-tape yourself, or have a group of students pre-tape, selected true stories of famous archaeological discoveries told in the archaeologists' own words from Hands on the Past, by C.W. Ceram. 1-c. (C) Have the students role-play famous archaeological discoveries or do a simulation of the T.V. show,"This is Your Life" using the archaeologists listed in Appendix A as the subjects.

GOAL: THE STUDENT WILL DEFINE THE "IDEA" OF CULTURE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
II. Archaeology can be used. A. To provide a key to understanding the past. (3 wks.)	1. The student will define the "idea" of culture.	M=Motivating E=Exploring C=Culminating 1-a. (M) It is often said that archaeologists are concerned with understanding the culture of ancient peoples. To explore the idea of culture, show and discuss one or more of the following films from the Dade Co. School's A-V catalogue: Major Religions of the World, 20' C, 1-13416 Negro Kingdoms of Africa's Golden Age, 17'C, 1-13535 The Calendar; The Story of Its Development, 11'C, 1-01709 Debt to the Past, 21'C, 1-11833 Debt to the Past: Gov't and Law, 18'C, 1-10170 Glimpse of the Past, 10'BW, 1-05234 History in Your Community, 13'BW, 1-11835 Land forms and Human Use, 11'C, 1-02[illegible]34 Man and His Culture, 15'BW, 1-11[illegible] Our Shrinking World, 11'BW, 1-00816 Out of the Dark, 15'BW 1-11392 Overture, 10'BW, 1-05174 Modern Africa: Sports and Entertainment, 14'C, 1-11299 Pictures in Your Mind, 16'C, 1-10146 Prehistoric Times, 10'C, 1-01992 Primitive Man in Our World, 12'C, 1-12914 Story of Prehistoric Man, 11'BW C, 1-02181 Quest for Freedom, 16'C, 1-11834 1-b. (M) Arrange to secure one or more of the following models from the Dade County Schools A-V Dept. Discuss how the reflect "culture": Biorama: Dev. of Life through the Ages, 6-00164 Egyptian Tombs, 6-00118 Indian Mounds of Florida, 6-00169 North American Indians, 6-00125 Seminole Costumes, 6-00041, 42, 43, and 44 1-c. (E) Divide the class into 7 groups to explore the 7 Wonders of the Ancient World and report to the rest of the class about how each wonder reflected the culture of the people who built it.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
II. Archaeology can be used. A. To provide a key to understanding the past (cont)	1. (cont)	M=Motivating E=Exploring C=Culminating 1-d. (E) Read several synonyms and antonyms for "culture" from a thesaurus and discuss which ones would be most useful to an archaeologist. 1-e. (C) Tell each student to make a list of the ways that each of the following may be used by man: Stone, Fire, Metal, Stick Then as a group, classify the uses by degree of complexity. 1-f. (C) Read several quotes on culture from Bartlett's Familiar Quotations and discuss how an archaeologist might feel about it or use each one.

GOAL: THE STUDENT WILL DESCRIBE THE MAIN CHARACTERISTICS, LOCATION, AND ACCOMPLISHMENTS OF SEVERAL ANCIENT CIVILIZATIONS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
II. Archaeology can be used (cont) A. To provide a key to understanding the past (cont)	2. The student will describe the main characteristics, location, and accomplishments of several ancient civilizations.	M=Motivating E=Exploring C=Culminating 2-a. (M) Read to the class chapters 24 and 25 from Richard Halliburton's Book of Marvels - Occident. He tells a simulated first-hand account of the destruction of Pompeii. Then discuss some of the similarities and differences of life then and now. 2-b. (M) Show a filmstrip about mythology or read a myth to the class. Discuss how they reflect the culture of that group. Suggested filmstrip: Mythology is Alive and Well, Guidance Associates. 2-c. (M) Make a collection of pictures illustrating life in ancient civilizations. (See the vertical file in your library.) Pass out one to every 2 or 3 students. Ask them to: 1. Observe the picture. 2. Make generalizations about the culture which it portrays. 3. Circulate around and make note of any other pictures which might be related. 4. Report to the class on their findings. Then have the class respond and note who seemed to display the best application of archaeological thought to specific examples. 2-d. (E) Divide the class into research teams to investigate the location, characteristics and accomplishment of ancient civilizations such as: Greece, Rome, Maya, Babylonia, Assyria Egypt, Inca, Atlantis, Songhai, China Mali, Kush As they proceed stress the importance of applying the mental and physical methods of archaeological investigation. After the information has been gathered from the library, county films (see Dade County Schools' A-V catalogue), and other sources, have each team report to the class. Encourage the listeners to keep a comparison chart showing characteristics

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
II. Archaeology can be used (cont) A. To provide a key to understanding the past (cont)	2. (cont)	M= Motaviting E=Exploring C=Culminating 2-e. (C) Plan a field trip to the Museum of Science to view displays about ancient cultures. Encourage students to take notes and ask questions. 2-f. (C) Have each student write a composition or participate in a group presentation around a theme such as: A Day in the Life of Ancient...
B. To provide a way of enriching the present. (2 wks.)	1. The student will describe several ways that the study of archaeology can enrich his own life.	1-a. (M) Have a committee of students report on current films and T.V. shows dealing with archaeology or ancient civilizations. Encourage your students to watch them and respond to them. Examples Land of the Pharoahs, Valley of the Kings, etc. 1-b. (M) Show a film about a famous Museum such as The Louvre, 1-40123, or Wonder House, 1-10019, or visit Viscaya or the Museum of Science. Discuss the role of museums in preserving finds and promoting further investigation. Encourage students to do research about important museums and report to the class. 1-c. (M) Show a film or filmstrip based on a Greek or Roman play. (For films, the Dade County Schools' A-V Catalogue under Drama, or use the filmstrips: Our Heritage from Ancient Greece and Our Heritage from Ancient Rome by Guidance Associates.) Discuss how the preservation of things from the past enriches our lives today. Encourage interested students to do additional reading from the ancient classics. Check any world literature book for appropriate selections. 1-d. (M) Ask each student to search around his home for an object that was based on an ancient design. Examples: jewelry based on Mayan or Egyptian pieces, Greek or Roman borders on fabric, ribbon, drapes, tunic-style dresses, etc.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		M=Motivating E=Exploring C=Culminating
II. Archaeology can be used (cont) B. To provide a way of enriching the present (cont)	1. (cont)	1-e. (E) Show a filmstrip or film such as, Current Events-Understanding and Evaluating, 1-00740 or How to Read a Newspaper, 1-00133. Then have each student bring in articles for a bulletin board display on new discoveries in archaeology. Refer to Abul Simbel and show the film Screen News Digest, Vol. 6, no.10, 1-12704. 1-f. (E) Have a group of interested students attend a meeting of one of the following organizations and report to the class on their observations: Historical Assoc. of So. Fla., meets on 1st Tuesday in Museum of Science at 8:00 P.M. Peninsular Arch. Society, meets on 3rd Friday in Museum of Science at 8:00 P.M. 1-g. (E) Have a group of interested students visit the public library and make note of any special resources, programs, collections or speakers related to archaeology. 1-h. (E) Have the students use the Readers' Guide to Periodical Literature to locate an article about archaeology and report back to at least one other member of the class after he has read it. 1-i. (C) Have the students write a composition or present a report on how archaeology has affected their lives.
C. To provide a frame of reference for the future. (1 wk.)	1. The student will enumerate several ways that archaeology can affect his own future.	1-a. (M) Careers in archaeology can be interesting and exciting. To introduce this idea show and discuss one of the following films: Museum Man, 1-11049 Screen News Digest (9:1), 1-12725 Archaeologists at Work, 1-11036

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
II. Archaeology can be used (cont) C. To provide a frame of reference for the future (cont)	1. (cont)	M=Motivating E=Exploring C=Culminating 1-b. (E) Have students do research in the library to find out more information about career opportunities. See the World Book Encyclopedia and Gov't Occupational Index for specifics. 1-c. (E) Have interested students contact local colleges and universities for bulletins. Then have them arrange a display emphasizing course descriptions, qualifications, etc. 1-d. (E) Have interested students read books about people who have been connected with the field. (Examples: Secret of the Hettites, Ceram, Nefartite Lived Here, Mary Chubb, etc.) 1-e. (C) Invite a working archaeologist or museum specialist to talk to the group.
	2. The student will describe selected ways that archaeology can be economically lucrative to him.	2-a. (M) To introduce the idea of monetary value of archaeological discoveries read about one man's search for King Solomon's treasure in Chapters 13 and 14 in Book of Marvels - Orient by Richard Halliburton. 2-b. (E) Have the students bring in the classified sections from several papers. Ask them to find example of antiques to buy or sell. Discuss what significance this holds for archaeologists. 2-c. (E) Have a group of interested students do research to find out the demand for and value of old coins. Discuss other fields economically tied to archaeology. 2-d. (C) Have a group of students plan a skin-diving expedition to hunt for artifacts. See the Golden Treasure Atlas for more specific information.

MATERIALS:

1. Recommended basic textual and other materials:

   None

2. Alternate student and class material:

   A. Textual:

      Check the indices of any available world history, world culture or other Social Studies text.

   B. Audio-Visual:

      1. Filmstrips:
         Mythology is Alive and Well, Guidance Associates.
         Our Heritage from Ancient Greece, Guidance Associates.
         Our Heritage from Ancient Rome, Guidance Associates.

      2. Models - Available from B.P.I. Audio Visual Dept. at Linsey Hopkins Building.
         Biorama: Development of Life Through the Ages, 6-00164
         Egyptian Tombs, 6-00118
         Indian Mounds of Florida, 6-00169
         North American Indians, 6-00125 and 6-00160
         Seminole Costumes, 6-00041

      3. Motion pictures - Available from B.P.I. Audio - Visual Dept. at Linsey Hopkins Building. (Listed here is order of appearance in course outline)

Page	Title	Catalogue #
4	Byrd	1-31563
	John Glenn	1-31556
	Archaeologists at Work	1-11036
	Marco Polo's Travels	1-12600
	Museum Man	1-11049
	Profiles of Courage - Richard Ely	1-31109 (part 1)
		1-31110 (part 2)
	Aristotle and Scientific Method	1-12492
	Leonardo Da Vinci and His Art	1-12497
	Galileo	1-12494
	There Were 2 Doctors	1-12210

MATERIALS - (cont.)

3. Motion pictures - (cont.)

Page	Title	Catalogue #
5	Visual Perception	1-10667
	Using the Scientific Method	1-00187
	How to Observe	1-00514
	Scientific Method	1-00183
	Scientific Method in Action	1-10079
	How to Judge Facts	1-00178
	Aristotle and the Scientific Method	1-12492
9	History of Writing	1-31329
	Writing Thru the Ages	1-04024
	Pictographs	1-01146
	Carbon 14	1-01926
	Micrometer	1-10447
12	Major Religions of the World	1-13416
	Negro Kingdoms of Africa's Golden Age	1-13535
	The Calendar; The Story of its Development	1-01709
	Debt to the Past	1-11833
	Debt to the Past: Gov't and Law	1-10170
	Glimpse of the Past	1-05234
	History in Your Community	1-11835
	Land Forms and Human Use	1-02034
	Man and His Culture	1-11037
	Our Shrinking World	1-00816
	Out of the Dark	1-11392
	Overture	1-05174
	Modern Africa: Sports and Entertainment	1-11299
	Pictures in your Mind	1-10146
	Prehistoric Times	1-01992
	Primitive Man in Our World	1-12914
	Story of Prehistoric Man	1-02181
	Quest for Freedom	1-11834
15	The Louvre	1-40123
	Wonder House	1-10019

MATERIALS - (cont.)

3. Motion Pictures - (cont.)

Page	Title	Catalogue #
16	Current Events - Understanding and Evaluating	1-00740
	How to Read a Newspaper	1-00133
	Screen News Digest, Vol. 6, no. 10	1-12704
	Museum Man	1-11049
	Screen News Digest, Vol. 9- no. 1	1-12725
	Archaeologists at Work	1-11036

C. Other:

Dig. Interact, Box 262, Lakeside California, 92040. Students design and construct artifacts.
"Muse News". Museum of Science, Miami, Florida. Magazine, 35¢/issue.
Patterns in Human History: Origins of Humaness and The Emergence of Complex Societies. MacMillan Co., 255 Ottley Drive, M.E. Atlanta, Ga. 30324. Unit of study developed by American Anthropological Assoc. Approx. $100 for both.
The Anthropology Curriculum Study Project (MacMillan) Will be ready in late 1971. Unit 1 is entitled "Introduction to History" and will relate very well to the subject of this quin.

D. Library Books:

Burrows, Millar. The Dead Sea Scrolls. New York: Viking, 1955.
Ceram, C.W. Hands on the Past: Pioneer Archaeologists Tell Their Own Story. New York: Knopf, 1966.
Chu, Daniel and Skinner, Elliot. A Glorious Age in Africa: The Story of Three Great African Empires. New York: Doubleday, 1965.
Chubb, Mary. Nefertite Lived Here. New York: Crowell, 1955.
Coon, Carleton S. The Seven Caves. New York: Knopf, 1957.
Cottrell, Leonard, The Mountains of Pharoah. New York: Riehart, 1956.
Daniel, Glyn. The Origins and Growth of Archaeology. New York: Thomas Y. Crowell Co., 1967.
Heyerdahl, Thor. Aku-Aku: The Secret of Easter Island. New York: Rand McNally, 1958.
Shippen, Katherine B. Portals to the Past. New York: Viking Press, 1963.
Snowden, Frank M. Jr. Blacks in Antiquity. Cambridge Mass: Belknap Press, 1970.
Vlahos, Olivia. African Beginnings. New York: Viking, 1969.
Wheeler, Sir Robert Eric Mortimer. Still Digging. New York: Dutton, 1956.

Materials - (cont.)

3. Teacher reference material:

AEP, Civilizations of Africa. Columbus, Ohio: Xerox, 1970.
Bartlett etal. A New History of the United States. New York: Holt Rinehart and Winston, 1969. (teacher's manual included)
Davidson, Basil. The Last Cities of Africa. Boston: Little, Brown and Co., 1959.
Good, John. The Shaping of Western Society. New York: Holt, Rinehart and Winston, 1968. (teacher's manual included)
Judd, Barbara. Teacher's Guide for A New History of the United States-An Inquiry Approach. New York: Holt, Rinehart and Winston, Inc., 1969.
Wheeler, Margaret. A History Was Buried. New York: Hart.

APPENDIX A

COGNITIVE DOMAIN GOALS

AFFECTIVE DOMAIN GOALS

COGNITIVE DOMAIN GOALS

KNOWLEDGE OF SPECIFICS

1.11 Shows that he has a workable definition of selected terms used in the study of archaeology.
1.12 Shows that he possesses a minimum of knowledge about selected people in the field of archaeology.

KNOWLEDGE OF WAYS AND MEANS OF DEALING WITH SPECIFICS

1.21 Shows that he is familiar with selected classic examples of archaeological discovery.
1.22 Shows that he is familiar with selected dates in the field of archaeology.
1.23 Shows that he is familiar with the process of classifying specific archaeological finds.
1.24 Shows that he is familiar with the criteria which characterize scientific thought and critical thinking.
1.25 Shows that he is familiar with modern methods used to discover and investigate archaeological sites.

KNOWLEDGE OF UNIVERSALS AND ABSTRACTIONS

1.31 Shows that he is able to recall generalizations about particular cultures.
1.32 Shows that he is able to recall theories about why particular cultures died or diminshed in importance.

COMPREHENSION

2.10 Shows that he has an understanding of the language problem encountered in the field of archaeology through simulated translation using codes.
2.20 Shows that he can interpret graphic renderings of site and situations.
2.30 Shows that he can predict the tenacity of maintaining archaeological evidence in the light of human encroachment and progress.

APPLICATION

3.0 Shows that he can apply the techniques of critical thinking and scientific investigation to specific situations.
3.10 Shows that he can apply his knowledge of archaeology toward the enrichment of his own life.

ANALYSIS

4.10 Shows that he has the ability to analyze the specifics of a selected culture by discovering the: who, what, when, where, why, and how.
4.20 Shows that he perceives the relationship between artifacts and culture by reconstructing or simulating the culture based on an examination of the facts.
4.30 Shows that he perceives the role of modern government and institutions in the preservation of past, present, and future archaeological finds.

COGNITIVE DOMAIN GOALS - (cont.)

SYNTHESIS

5.10 Shows the ability to gather information from a variety of sources and communicate the results to others.
5.20 Shows the ability to plan a systematic excavation of a real or simulated archaeological site.
5.30 Shows the ability to formulate a set of abstract relations in order to explain the particular data found at a real or simulated archaeological site.

EVALUATION

6.10 Shows the ability to make judgements concerning the degree of meaningfulness of his continued participation in the field of archaeology either as a vocation or avocation.
6.20 Shows the ability to make judgements about the contributions of various cultures to the world today.

AFFECTIVE DOMAIN GOALS

AWARENESS

1.1 Shows an awareness that the field of archaeology may be defined and studied systematically.
1.2 Shows, through his selection of this course, that he is willing to receive information about archaeology.
1.3 Shows, through his interest in this course, that archaeology may be meaningful to him.

RESPONDING

2.1 Shows his acceptance of the scientific aspects of archaeology by becoming involved in activities which will familiarize him with those aspects.
2.2 Shows a willingness to respond to the cultures of other peoples and other times by investigating selected archaeological discoveries.
2.3 Shows some degree of satisfaction in the excitement or romance of archaeology by participating in simulated or vicarious adventures.

VALUING

3.1 Shows his acceptance of the values of critical thinking and scientific archaeology by his actively increasing his knowledge of specific skills and techniques.
3.2 Shows his preference for the value of scientific investigation and systematic archaeology by practicing specific skills and techniques in simulated situations.
3.3 Shows his commitment to the values of critical thinking and scientific investigation by applying them to other aspects of his life and encouraging others to do the same.

ORGANIZATION

4.1 Shows the conceptualization of a value system by forming judgements about the quality of his own life as compared with past cultures.
4.2 Shows the organization of a value system by selecting aspects of other cultures and incorporating them into his own life.

CHARACTERIZATION BY A VALUE OR VALUE COMPLEX

5.1 Shows that he has internalized the value of archaeological study by his continued interest in the field.
5.2 Shows that he has internalized the values of archaeological study by continued participation in archaeological activities within his own community.

ADDITIONAL MATERIALS REFERRED

TO IN

LEARNING ACTIVITIES

Quotes on the Definition of Archaeology by Famous Archaeologists

1. Alexander Gordon said in Itinerarium Septentrionale (1726):

> "Seeing that Reason and Knowledge are the Characteristics which distinguish Mankind from the more ignoble Part of the Animal Creation, those Studies, which are the most improving, deserve our greatest application; In the number of which, Antiquity, which consists of Monuments, claims a great share."

2. Sigfried J. De Laet said in Archaeology and Its Problems (1957):

> "The archaeologist, on the contrary, takes pains to be scrupulously objective. Steady development in methods of reconnaissance and interpretation, especially notable during the last few years, has raised his profession to the level of a real scientific discipline. As an auxiliary science to history, its essential task is to reconstruct the different stages of the material civilization of mankind since earliest times."

3. Robert J. Braidwood said in Archaeologists and What They Do (1960):

> "...archaeology is the study of the things men made and did, in order that their whole way of life may be understood."

4. Sir Leonard Wooley said in Digging Up the Past (1930):

> "The prime duty of the field archaeologist is to collect and set in order material with not all of which he can himself deal at first hand."

5. Grahame Clark said in Archaeology and Society (1957):

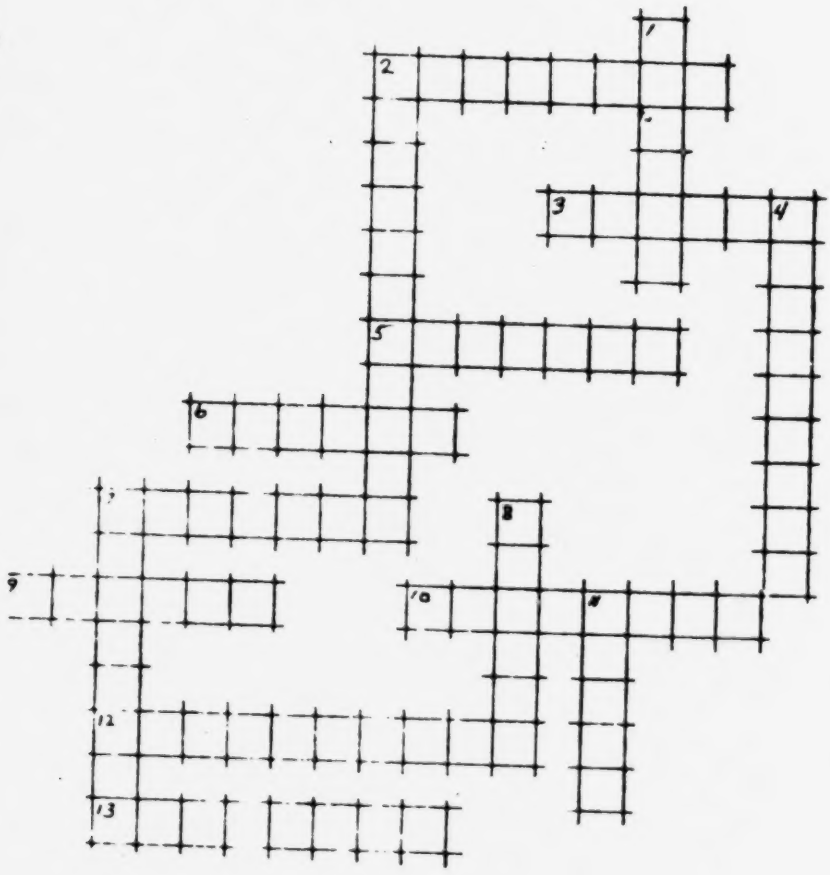
> "Archaeology may be simply defined as the systematic study of antiquities as a means of reconstructing the past. For his contributions to be fruitful the archaeologist has to possess a real feeling for history."

6. Sir Mortimer Wheeler said in Archaeology from the Earth (1954):

> "...the archaeological excavator is not digging up things, he is digging up people. Our graphs and schedules mean nothing if they do not ultimately mean that. Of our scraps and pieces we may say, with Mark Anthony in the market place, 'You are not wood, you are not stones, but men.' Too often we dig up mere things, unrepentantly forgetful that our proper aim is to dig up people."

THE LAST NAME IN ARCHAEOLOGISTS

CHAMPOLLION
SCHLIEMANN
RAWLINSON
THOMPSON
LINBERGH
NAPOLEON
COUSTEAU
LUBBOCK
THOMSEN
CARTER
KENYON
WOOLEY
PETRIE
LAYARD
EVANS



ACROSS

2. Helped underwater exploration with his invention of S.C.U.B.A.
3. Explored King Tut's tomb at Luxor, Egypt
5. Invented the terms, Old Stone Age and New Stone Age
6. Explored Egypt and Palistine in the late 1800's
9. Invented the terms, Bronze Age and Iron Age
10. Excavated the city of Ur
12. Made an aerial survey of Yucatan in Mexico
13. Found and systematically excavated Troy in Asia Minor (Turkey)
• Took historians on a military trip which resulted in the discovery of the Rosetta Stone

DOWN

1. Excavated Nineveh, Assyria
2. Deciphered the Rosetta Stone
4. Deciphered the cuneiform at Behistan, Persia
7. Explored the site of Chichen Itza in Mexico
8. Excavated the site at Jericho
11. Excavated King Minos' castle at Cnossus, Crete

THE LAST NAME IN ARCHAEOLOGISTS

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RAWLINSON
THOMPSON
LINBERGH
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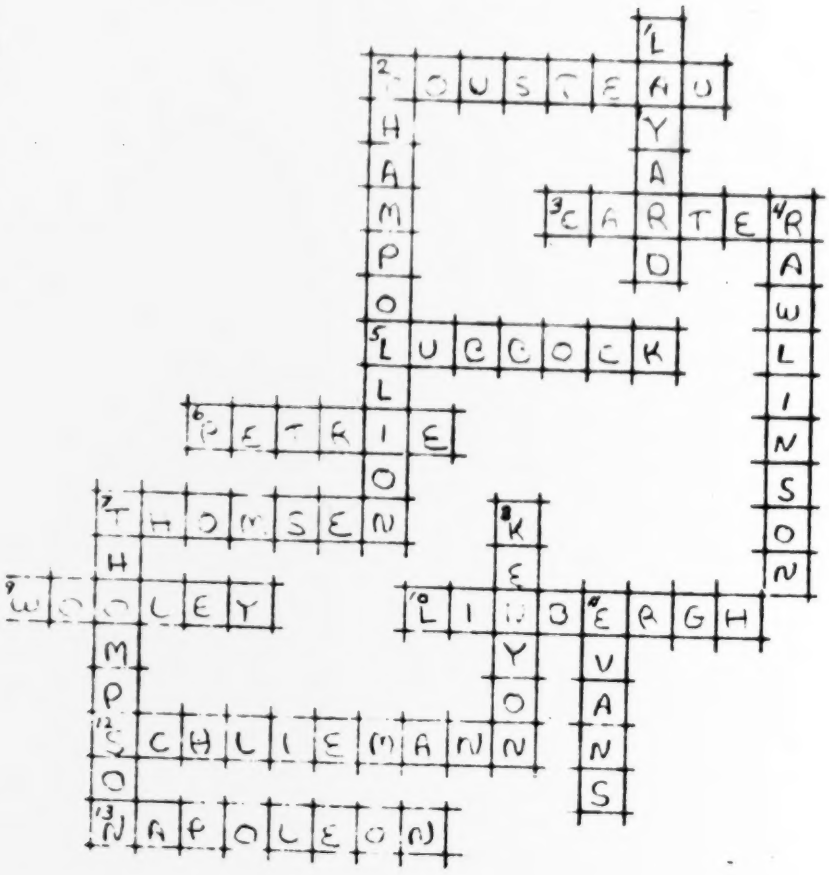
COUSTEAU
LUBBOCK
THOMSEN
CARTER
KENYON
WOOLEY
PETRIE
LAYARD
EVANS



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